

California Department of Education
Jack O'Connell, State Superintendent of Public Instruction



Elementary Education Newsletter

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Greetings from the Superintendent...

This issue of the *Elementary Education Newsletter* addresses topics for the summer months and beyond. The articles focus on the newly revised *Reading/Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve*, the health standards, the 2006 California Kindergarten Survey, the California Fresh Start Pilot Program, and other topics related to school improvement.

In March I released a new publication, *School Nutrition... BY DESIGN!* This report is the culmination of work by the Advisory Committee on Nutrition Implementation Strategies, which I convened in January 2005. The purpose of the committee was to make recommendations on how to improve the quality of food and beverages served on school campuses. *School Nutrition... BY DESIGN!* is a tool that provides the design principles for developing a healthy school nutrition environment. The document provides quality indicators within each design principle. Taken together, the quality indicators reflect the "ideal" for a school nutrition environment. The report provides recommended strategies the school community can implement to create a nutrition environment that supports the development of healthy lifestyles during and after school. The document includes a set of resources and exemplars that change managers within the school community can use to assist in designing their own implementation strategies.

A copy of *School Nutrition... BY DESIGN!* was sent to every county and district superintendent to encourage school districts to take steps to address the current health crisis related to childhood obesity. I am certain that this publication will be informative and helpful to school leaders across the state. The document is posted on the California Department of Education Web site at <http://www.cde.ca.gov/re/pn/fd/index.asp> under "Other Department Documents."

I hope that all school districts, county offices of education, and direct-funded charter schools will join me in making the commitment to implement nutrition and physical activity policies that promote better health outcomes for students in California schools.

JACK O'CONNELL

Health Standards

The California State Board of Education is required by *Education Code* Section 51210.8 to adopt health education content standards on or before March 1, 2008. Superintendent of Public Instruction Jack O'Connell appointed a 20-member committee in January 2006 to develop draft content standards for health education. The committee members are highly qualified health educators and classroom teachers who have experience working with students from preschool through high school. The content standards will provide a structure for health instruction taught in California schools. Since Assembly Bill 689 specifically states that schools are not required to implement the health standards, the content standards will be developed only if sufficient funds are made available from state, federal, or private sources.

The development of the standards will not have an impact on the currently adopted health textbooks, and schools are advised to continue to consider using them. The standards will be incorporated into the next version of the *Health Framework*, currently scheduled for adoption in 2010, and in the subsequent textbook adoption that will occur no earlier than 2013.

The draft health content standards are expected to be released for field review in August or September 2006. The field review will be an opportunity for members of the public to provide input. Additional information about the draft health content standards is posted at the California Department of Education Web site at <http://www.cde.ca.gov/ci/he/he/index.asp>.

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve



The State Board of Education (SBE) adopted the revision of the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* on April 17, 2006. The *Reading/Language Arts Framework* is based on the English-language arts content standards adopted by the SBE in 1997. The framework provides directions on how all students can best meet the standards in California public schools. The document outlines the implementation of the standards in the form of guidelines for the design of curricula, instructional materials, instructional

practices, assessment, and staff development.

Specifically, the 2006 *Reading/Language Arts Framework*:

- Presents the goals and key components of an effective language arts program (Chapter 2)
- Describes the curriculum content and instructional practices needed for students to master the English-language arts content standards (Chapter 3 for kindergarten through grade three; Chapter 4 for grades four through eight; and Chapter 5 for grades nine through twelve)

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***Reading/Language Arts Framework for California
Public Schools, Kindergarten Through Grade Twelve
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- Guides the development of appropriate assessment tools and methods to ensure that each student's progress toward achieving specific knowledge, skills, and understanding in language arts is measured (Chapter 6)
- Suggests specific strategies to promote access to appropriately challenging curriculum for all students, including students with disabilities, struggling readers, English learners, and advanced learners (Chapter 7), which was updated to reflect current legislative language regarding the way in which students with individualized education plans are discussed)
- Describes the systems of support, including professional development, that should be in place for the effective implementation of a rigorous and coherent language arts curriculum (Chapter 8)
- Specifies requirements for instructional resources, including print and electronic learning resources (Chapter 9)



The major revisions in the *Framework* occurred in Chapters 6 and 9. Chapter 6 was updated to include information about the statewide pupil assessment system. The revised chapter contains several new citations from recent studies on effective assessment in language arts. In addition, the charts on the scheduling of progress-monitoring assessments have been modified in two ways to align with the criteria for evaluating instructional materials. First, the skills and indicators (measures and descriptions in the old framework) are now more focused and specific. Second, the suggested timing of progress-monitoring assessments has been changed.

Chapter 9, "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten through Grade Eight," has been significantly changed in the revised *Framework*. It provides very detailed guidance to publishers and educators on the content of instructional materials to be submitted for the 2008 reading/language arts adoption. Built on the foundation of the evaluation criteria for the 2002 adoption, the updated evaluation criteria address the documented instructional needs of students in California. The evaluation criteria emphasize increased vocabulary, oral reading fluency, and writing. The chapter has a deeper focus on the instructional needs of English learners, students with disabilities, struggling readers, and students who use African American vernacular English.

The 2008 evaluation criteria call for five types of programs:

1. Reading/Language Arts Basic Program, kindergarten through grade eight
2. Reading/Language Arts/English Language Development Program, kindergarten through grade eight (This program also requires publishers to provide 60 minutes of English–language development instruction that assists students in acquiring English as quickly and efficiently as possible.)
3. Primary Language/English Language Development Program, kindergarten through grade eight (This program will also require the new hour of daily ELD instruction.)
4. Intensive Intervention in Reading/Language Arts, grades four through eight
5. Intensive Intervention for English Learners, grades four through eight

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***Reading/Language Arts Framework for California
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Both intervention programs are intended for students whose academic achievement is two or more years below grade level. As in the 2002 adoption, the 2008 evaluation criteria for all basic programs require publishers to provide instructional materials for 30 minutes of extra support for struggling readers and 30 minutes of extra support for English learners.

To meet instructional needs and improve academic achievement for all students, the evaluation criteria require several new elements, including the following:

- Intensive vocabulary instructional support in kindergarten through grade three in all three basic programs
- A Reading Intervention Kit for all three basic programs in grades one through three
- Enhanced writing instruction in all five programs
- An emphasis on vocabulary development in all five programs
- Diagnostic, placement, and exit assessments in the two intensive intervention programs

The draft *Reading/Language Arts Framework* can be viewed at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov>. The *Framework* is expected to be available in print late Fall 2006. For additional information contact the CDE, Curriculum Frameworks and Instructional Resources Division, at (916) 310-0881.

California Kindergarten Survey: Respond Now!

The California Kindergarten Survey (CKS) 2006 is an online survey of kindergarten programs throughout California. The primary goal of the survey is to collect comprehensive data on the number and location of extended day kindergarten programs throughout California.

The California Department of Education has extended the filing deadline in an effort to continue to collect comprehensive statewide data. Site administrators who have not responded yet may access the survey at <http://www3.cde.ca.gov/kindergartensurvey/>. Each school's password to access the survey is the last seven digits of its county-district-school code.

In addition to the data collected through the CKS 2006, school sites and districts operating extended day programs have offered comments and programmatic information on their extended day kindergarten programs. District and school site administrators who are preparing to implement extended day programs in their districts will be able to access both the data and the programmatic information as a means to assess and compare extended day programs for planning, development, or adoption of similar program models for their sites. Data from the CKS 2006 can also be used to inform legislation, to provide reliable data for research projects on early learners, and to develop policy in support of California's youngest student population. The posting of CKS 2006 data and programmatic information is expected to occur in fall 2006.

Student Immunizations

The California school immunization law requires that all children entering school receive proper immunizations to protect them from serious illness and to prevent the spread of communicable diseases: polio, measles, rubella, mumps, hepatitis B, varicella (chickenpox), diphtheria, tetanus, haemophilus influenzae type b (Hib meningitis), and whooping cough.

For parents with children entering kindergarten in fall 2006, the summer months are a good time to check those immunization records and bring them up to date where needed. The California school immunization law requires written documentation of complete and up-to-date



immunizations at the time of school registration. The immunization record must show the date of each shot. If your child has not received the required number of immunizations, your doctor or a local public health clinic can provide what is needed. An appointment may be necessary. Many schools began accepting kindergarten registrations during May, and students' school and class assignments are made on a first-come basis. Therefore, the sooner parents complete the registration process, including the completion of required immunizations, the better the chances of their child's assignment to the school in the family's area of residence. Students entering a new school or district may also need evidence of complete and up-to-date immunizations.

A complete list of required immunizations can be found at the California Department of Health Services Web site at <http://www.dhs.ca.gov/ps/dcdhc/izgroup/pdf/imm234e.pdf>.

Summer Food Service Program

What Is the Summer Food Service Program?

The summer food service program provides free, nutritious meals and snacks to children in low-income communities throughout the summer months when the students are out of school. The food service programs are run at approved sites located at schools, community centers, and camps. Children are eligible to receive the free meals and snacks if they are eighteen years of age or younger. At most sites, children receive either one or two meals each day. School districts may send an e-mail message to the CDE Nutrition Office at mgarza@cde.ca.gov to obtain specific information about the locations of the summer food program sites in their area to share the information with parents.



California Fresh Start Pilot Program

School districts will be given an opportunity to enhance and increase the amount of fruits and vegetables served in their breakfast program by participating in the California Fresh Start (CFS) Pilot Program. The CFS Pilot Program was established with the passage of Senate Bill 281 to promote the consumption of nutritious fruits and vegetables in breakfast programs in public schools, including charter schools.

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**California Fresh Start Pilot Program
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The \$18.2 million set aside under this program is intended to allow schools with a breakfast program to include one or two more servings of fruit or vegetables. Schools that currently do not offer a breakfast program will be encouraged to do so. The bill includes provisions for schools to give priority to purchasing fresh, California-grown fruits and vegetables when commercially available; offering nutrition education to participating students; providing online professional development training; and conducting a comprehensive evaluation. The program will be administered by the California Department of Education, in consultation with the Department of Food and Agriculture and the Department of Health Services.

School districts and charter schools currently participating in the School Breakfast Program (SBP) will need only to sign and submit an addendum to their existing SBP Agreement certifying that they will comply with the requirements specified in the law. Schools that are not currently participating in the SBP will need to submit the School Breakfast Program Agreement, the Breakfast Program Agreement Addendum, and a Site Change Request to be eligible to participate in the CFS Pilot Program. The forms to apply for the CFS Pilot Program are available on the California Department of Education Web page at <http://www.cde.ca.gov/ls/>. The CFS Pilot Program is a voluntary program, and signing the Breakfast Program Agreement Addendum does not obligate a district or charter school to participate. Additional information can be obtained by contacting the Nutrition Services Division, School Nutrition Program Office, at (916) 445-0850 or (800) 952-5609.

Local School Wellness Policy

School districts that receive federal funding for child nutrition programs are required to establish a Local School Wellness Policy (LSWP) by the beginning of the 2006-07 school year under the provisions of Section 204 of the Child Nutrition and Women, Infants and Children Reauthorization Act of 2004. The law includes a requirement that parents and guardians and members of the community be involved in the development of the new policy. A LSWP must include the following components:

- Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines is appropriate
- Nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity
- An assurance that guidelines for reimbursable school meals will not be less restrictive than federal regulations and guidance issued pursuant to 42 USC 1758(f) (1) and 1766(a) and (b), as they apply to schools

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**Local School Wellness Policy
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- A plan for measuring the implementation of the wellness policy, including the designation of one or more persons in the district or at each school charged with operational responsibility for ensuring that the school meets the policy

The Food and Nutrition Service Office at the United States Department of Agriculture (USDA) has provided several resources to assist school districts to develop and implement their LSWP including examples of wellness policies. These resources are posted on the USDA Web site at <http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>.

Emergency Preparedness Program for Kids

The Federal Emergency Management Agency (FEMA) has posted an emergency preparedness program for children on their Web site at <http://www.fema.gov> (click on the link to FEMA Kids). The emergency preparedness program, called *Ready Kids* is part of the United States Department of Homeland Security's *Ready* campaign, a national public service advertising campaign designed to educate and empower families to prepare for and respond to natural disasters, terrorist attacks, and other emergencies. *Ready Kids* is a tool to help parents and teachers educate children ages eight through twelve about emergencies and how they can help to get their family prepared for disasters. The program has age-appropriate activities and lessons on preparedness and includes the following four steps to assist kids in creating a plan that will help them to be ready for many different kinds of unexpected emergency situations:

1. Create a kit by using the family supply list.
2. Make a plan using the games and work sheets to help their family figure out the best ways to stay in touch at all times.
3. Know the facts by learning what the terms mean for different types of natural disasters and other emergencies.
4. Graduate from Readiness U by completing the test of their knowledge about emergency preparedness.

The FEMA Kids Web page also offers resources for parents and teachers that include activities, a curriculum, and safety information that can be used in the classroom or at home. *Ready Kids* was developed in consultation with the American Psychological Association, the American Red Cross, the National Association of Elementary School Principals, the National Association of School Psychologists, the National Center for Child Traumatic Stress, the National Parent/Teacher Association, the U.S. Department of Education, and the U.S. Department of Health and Human Services.

Calendar of Events**September**

September 21–23, 2006

[California Council for History Education](#)

First Annual Conference

Hyatt Regency San Francisco Airport, Burlingame, California

Dale Steiner, dsteiner@csuchico.edu, (530) 898-6238

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Calendar of Events (Continued)

October

October 19–22, 2006

[California Science Teachers Association \(CSTA\)](#)

California Science Education Conference

Bill Graham Civic Auditorium, San Francisco, California

CSTA, registration@cascience.org (916) 979-7004

November

November 3–5, 2006

[California Mathematics Council](#)

Annual Palm Springs Conference

Convention Center, Palm Springs, California

Mike Contino, cmc-math@sbcglobal.net, (888) 262-6284

November 10–13, 2006

[California Library Association \(CLA\)](#)

CLA 108th Annual Conference and Exhibition

Sacramento Convention Center, California

Susan Negreen, info@cla-net.org, (916) 447-8541

November 16–18, 2006

[California School Library Association \(CSLA\)](#)

CSLA Annual Conference

Convention Center, Sacramento, California

Carol Shuey, cshuey@astound.net, (925) 673-1236

November 30–December 3, 2006

[California Mathematics Council](#)

Annual Asilomar Mathematics and Administrators Teacher Leaders Conferences

Asilomar Conference Center, Pacific Grove, California

Mike Contino, cmc-math@sbcglobal.net, (888) 262-6284

Resources

The American Academy of Pediatrics has developed the *Family Readiness Kit: Preparing to Handle Disasters* (Second Edition), for parents to use at home to help them to prepare for most kinds of disasters. The kit is posted on the American Academy of Pediatrics Web site at <http://www.aap.org/family/frk/frkit.htm>.

The American Red Cross has a Family Disaster Supply Kit that was developed by the [Federal Emergency Management Agency](#) and the [American Red Cross](#). The kit is posted on their Web site at <http://www.nyredcross.org/page.php/prmID/207>. This is a very good resource for families and community agencies to use as a guide to stock the six basics needed during an evacuation: water, food, first aid supplies, clothing and bedding, tools and emergency supplies, and special items.

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**Resources
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The Center for Health and Health Care in Schools has developed *Resources for School Emergency Response Plans and School Safety* to help schools review and revise their current safety plans. The resources for school safety are posted on the Center for Health and Health Care in Schools Web site at www.healthinschools.org/sh/schoolresponse.asp.

The California Department of Education (CDE) offers information regarding student testing on its Web site at <http://www.cde.ca.gov/ta/tg/sr/index.asp>.

The CDE also offers information regarding the curriculum frameworks, the adoption cycle for instructional materials in kindergarten through grade eight, and the academic content standards on its Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Check It Out! is a publication designed to help districts and schools assess the state of their school libraries and the policies that support and guide them. The guide is posted on the CDE Web site at <http://www.cde.ca.gov/ci/cr/lb/checkitout.asp>.

The 2006 *Educational Resources Catalog* is available on the CDE Web site at <http://www.cde.ca.gov/re/pn/>. The catalog includes a description of CDE publications and resources and information on how to order the documents.

The National Parent/Teacher Association (PTA) has several resources available for parents and educators posted on its Web site at <http://www.pta.org/>. The *Our Children Newsletter* provides parents with resources and information about how to make households, neighborhoods, schools, and communities better places for children. The newsletter is posted on the PTA Web page at http://www.pta.org/pr_our_children_magazine.html and is written in English and in Spanish.

Resources to help school districts develop a plan for dealing with pandemic influenza are available at <http://www.pandemicflu.gov/plan/checklists.html>.

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